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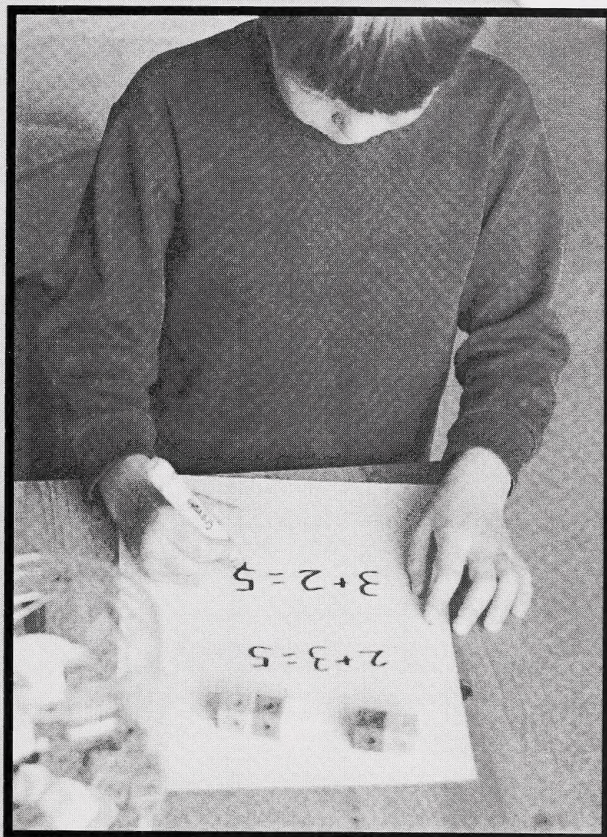
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## Mathematics Module 2



## Assignment Booklet 2A



Distance  
Learning



## FOR TEACHER'S USE ONLY

### Mathematics Grading

Understanding of Concepts

Accuracy



This document is intended for

Students



Teachers



Administrators

Home Instructors



General Public

Other

Grade One Mathematics  
Assignment Booklet 2A  
Module 2  
Learning Technologies Branch  
ISBN 0-7741-1754-0

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# Grade One Mathematics – Assignment Booklet 2A

## Learning Tasks

Nine mathematics modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

## Reporting Student Progress

A range of assessment tools (for example, activity samples, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and have the student review the activity.

## Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you, the home instructor, to read with the student. For certain assignments, home instructor directions are also given. Text for **you** will be in the type style that you see here. Text for **you and the student** will be in a larger type and will be indented. See the example that follows.

Text for you  
will appear like this.

Text for you and the student  
will appear like this.

**Mathematics 1****Assignment Booklet 1A**

**Day 4****Assignment 2 (continued)**

**Step 2:** Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.


**Step 3:** Give the student two black and two white **sheep pictures** and the **field picture** from Step 1.

**Step 4:** Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to the following story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.



**Step 5:** Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

**Step 6:** Ask the following questions.


Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

Draw lines to **match** the members of each set to find out.

Continued





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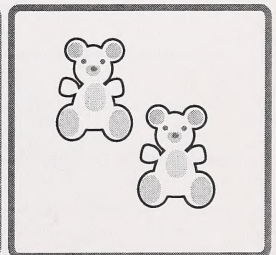
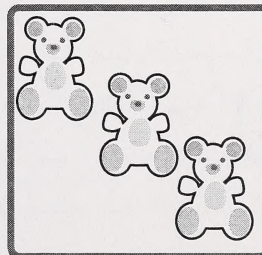
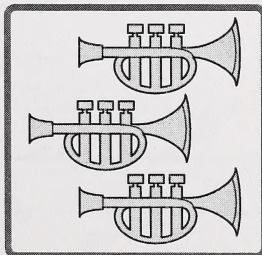
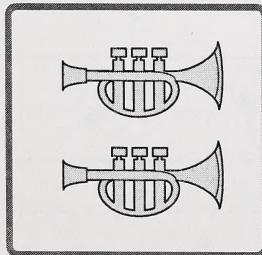
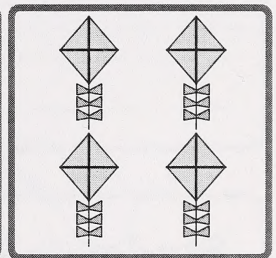
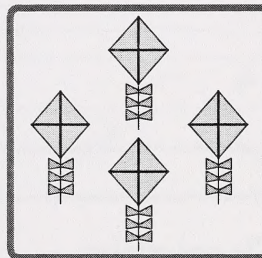
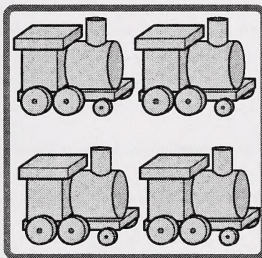
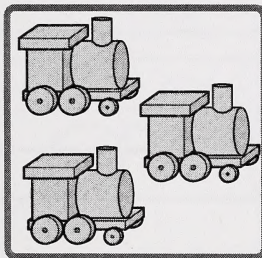
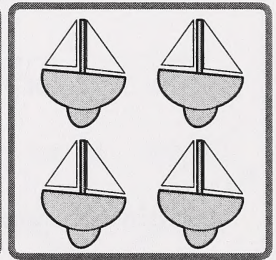
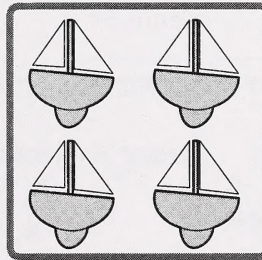
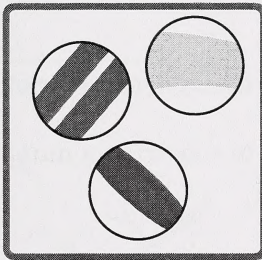
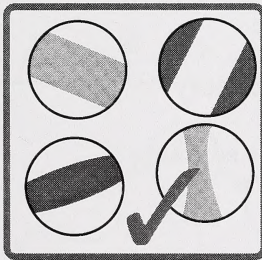
## Day 1

## Assignment

**Note:** Cover all the boxes at first. Uncover one pair at a time, so the student is not distracted by the others.

For each **pair**, put a check mark (✓) on the set with 1 more member than the other set.

One is done for you, as an example.





# Day 1

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- identify and build sets with one more member
- construct a number story and a number sentence

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is your student able to identify and build a set with one more member?

☐ yes    ☐ not yet    Is your student able to construct a number story?

☐ yes    ☐ not yet    Is your student able to construct a number sentence?

### Additional Comments

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## Student's Thoughts

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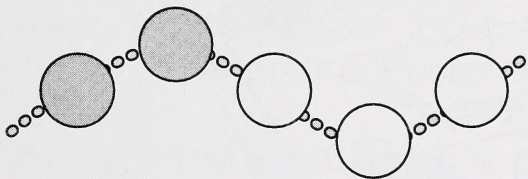
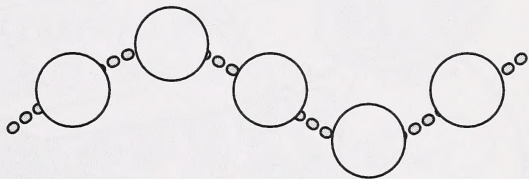
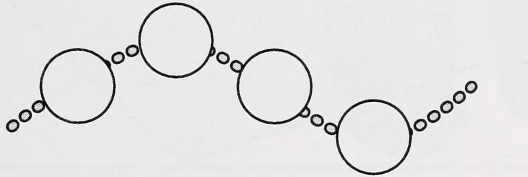
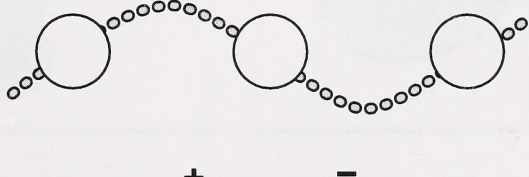
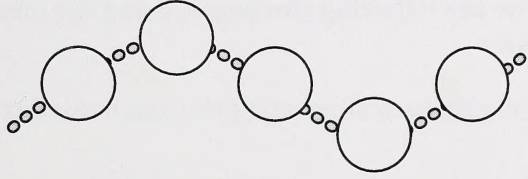
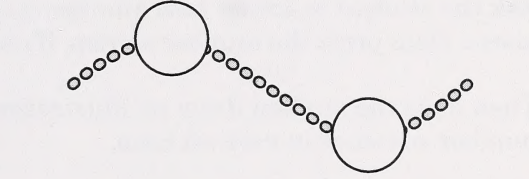
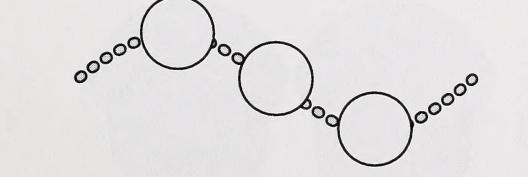
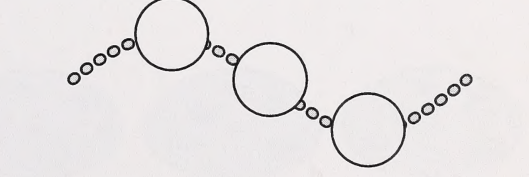
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## Day 3

## Assignment

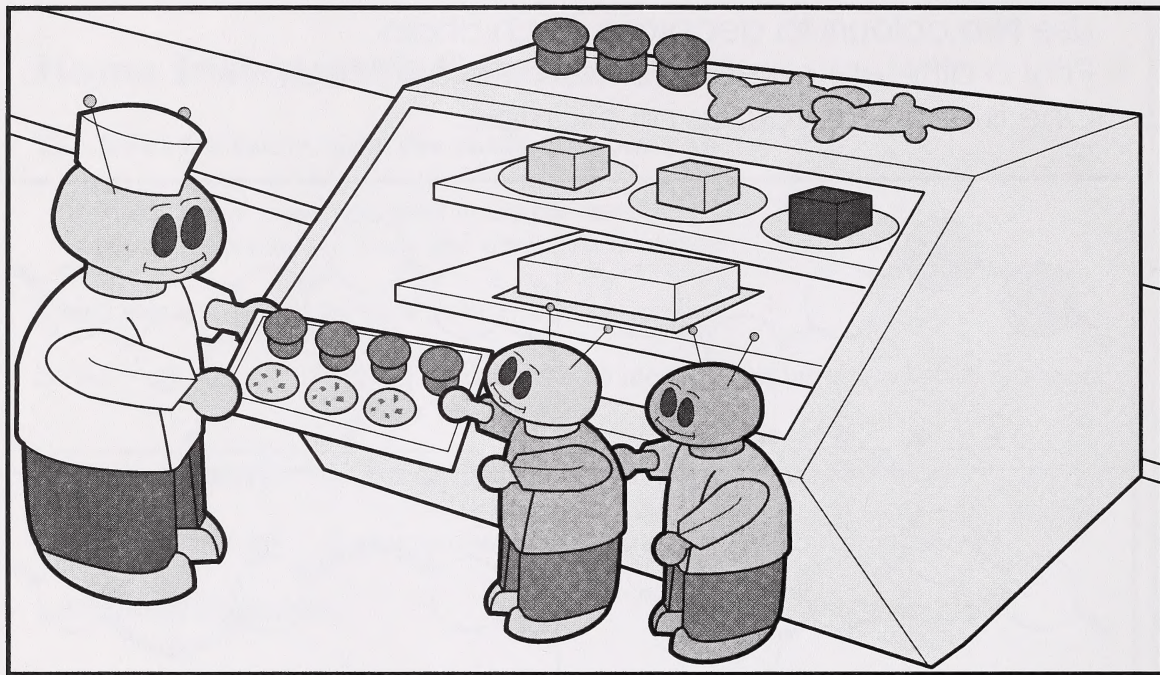
Use **two** colours to decorate each chain.  
 Print a different number sentence in each box.  
 One is done for you, as an example.

 $\underline{2} + \underline{3} = \underline{5}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
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## Day 4

## Assignment

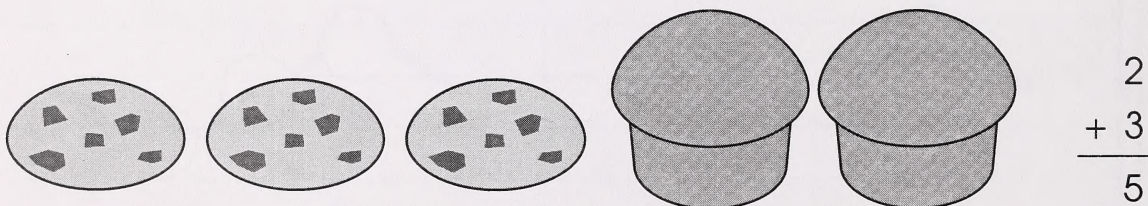


## Making Up Number Stories to Sums of Five

Ask the student to create **two** number stories on the following two pages, using the picture above. Help print the number stories, if necessary.

Then have the student draw an illustration to match each story and print the matching number sentence in vertical form.

Here is an example: A boy named Wayne bought 2 muffins and 3 chocolate chip cookies.  
He bought 5 things in total.



Continued



**Day 4****Assignment** (continued)

Look at the **top** picture on the page before this one.  
Make up **two** number stories about the picture.

Print **one** number story **below**.

Next, draw a picture about your number story.

Finally, print the number sentence in vertical form.

An example is done for you on the page before this one.

Continued



**Day 4****Assignment** (continued)

Print your second number story **below**.

Then draw a picture about this number story.

Finally, print the number sentence in vertical form.



# Day 4

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- add sums to five in the horizontal and vertical positions
- create a number sentence from a display or picture

Check **yes** or **not yet** for each question.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is your student able to add sums to five when the number sentences are in the horizontal and vertical positions? |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | Is your student able to create a number sentence from a display or picture?                                      |

## Additional Comments

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## Student's Thoughts

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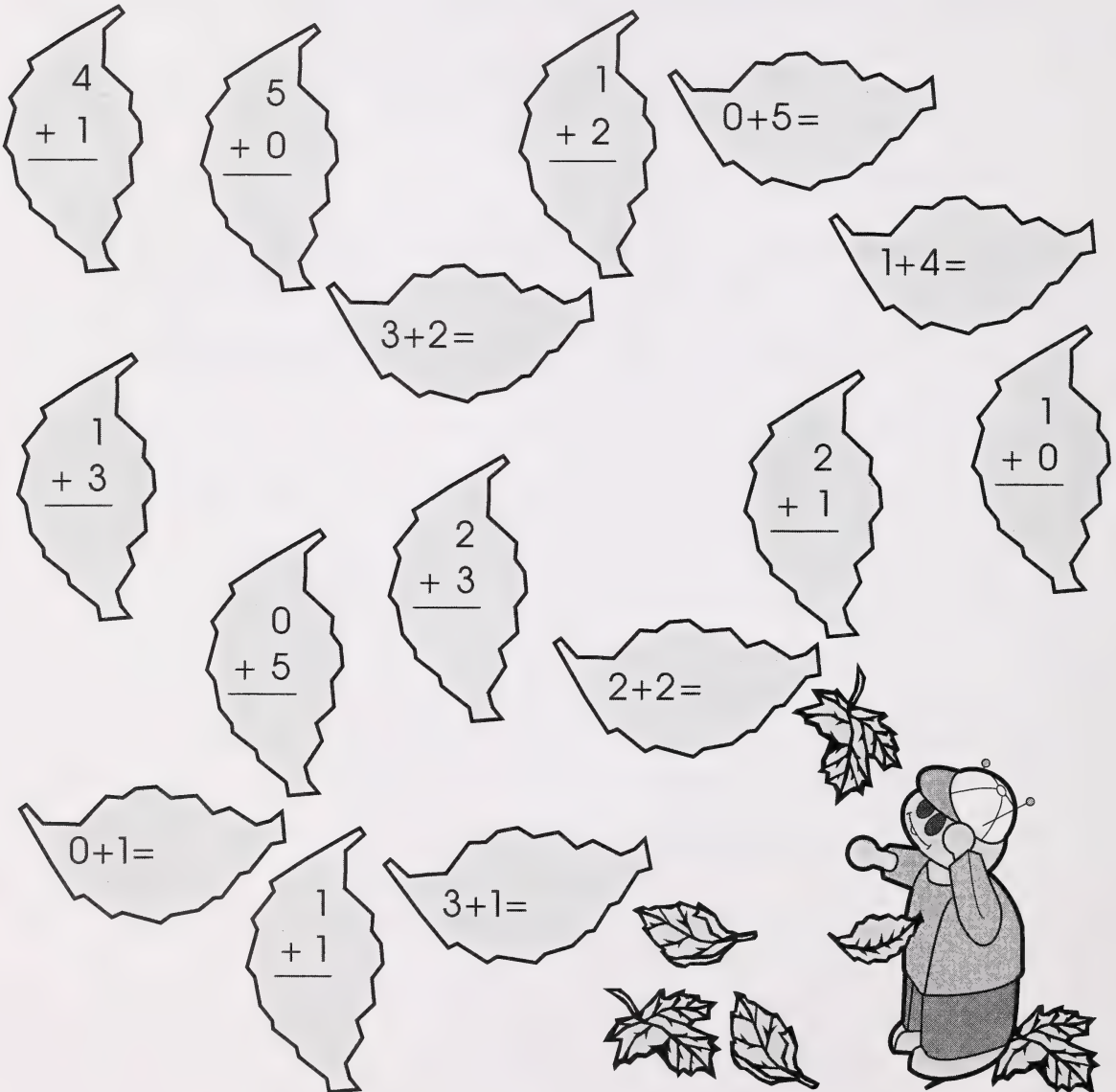


# Day 5

# Assignment

Colour the leaves that add up to a sum of 5.

The student may use counters to help do this page.





# Day 5

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- express sums from zero to five in different ways

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Was your student able to express sums from zero to five in different ways?

## Additional Comments

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## Student's Thoughts

Colour the face that shows what you think about your mathematics learning today.



Confused



Good



Great


Tell why you think this way.

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## Day 6

## Assignment

These students like apples. 



Quong




Kieran



Mohammed



Shannon

These students like oranges. 



Catlin





Sean




Tran

Make tally marks to show how many students like apples and how many like oranges.

Apples 	Oranges 

Make a picture graph to match your tally chart.


Apples Oranges 



# Day 6

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- make and interpret tally charts, concrete graphs, and picture graphs

Check **yes** or **not yet** for each question.

- ☐ yes    ☐ not yet    Was the student able to make and interpret a tally chart?
- ☐ yes    ☐ not yet    Was the student able to make and interpret a concrete graph?
- ☐ yes    ☐ not yet    Was the student able to make and interpret a picture graph?

## Additional Comments

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## Student's Thoughts

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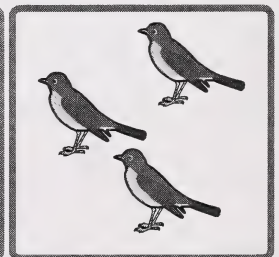
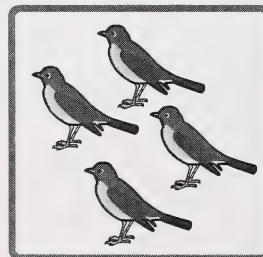
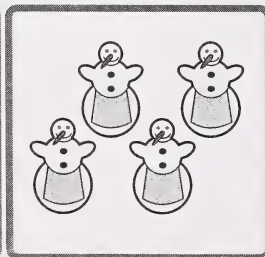
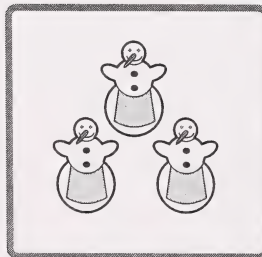
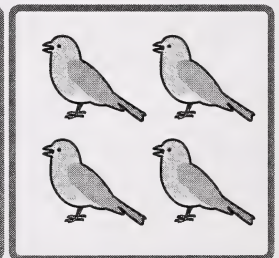
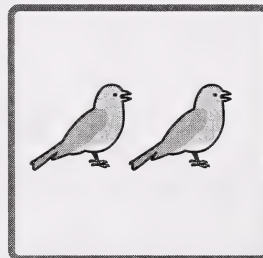
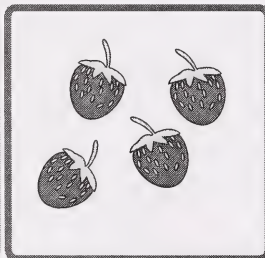
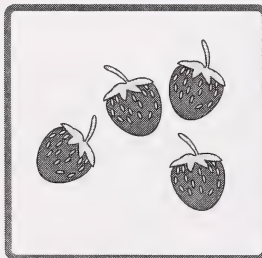
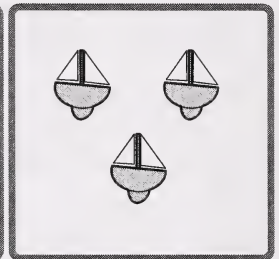
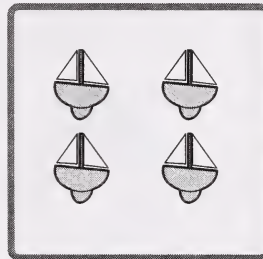
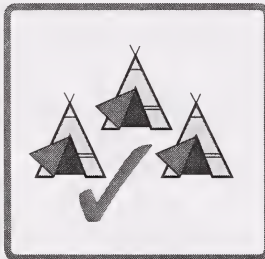
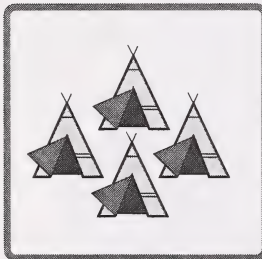
## Day 7

## Assignment

**Note:** Cover all the boxes at first. Uncover one pair at a time, so the student is not distracted by the others.

For each pair, put a check mark (✓) on the set with 1 fewer member than the other set.

One is done for you, as an example.





# Day 7

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- identify and make a set with one fewer object
- construct subtraction number sentences

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is your student able to identify a set with one fewer object than another set?

☐ yes    ☐ not yet    Is your student able to make a set with one fewer object?

☐ yes    ☐ not yet    Is your student able to construct subtraction number sentences?

## Additional Comments

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## Student's Thoughts

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# Day 8

# Assignment

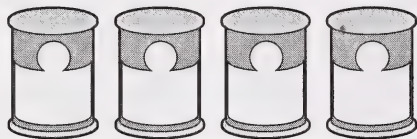
## Adding and Subtracting Stories

Read the following stories aloud. Ask the student to print the number sentence for each in the space below the story.

Listen to the following stories.

**After** each story, print the number sentence that answers "How many are **left**?" or "How many in **total**?"

1. On Monday, Old Mother Hubbard had 4 cans of soup. She ate 1 can of soup. How many are left?



2. On Tuesday, Old Mother Hubbard went shopping. She bought 2 loaves of white bread and 1 loaf of brown bread. How many loaves does she have in total?



3. On Wednesday, Old Mother Hubbard had 5 oranges in a bowl. A friend came to visit and ate 2 oranges. How many are left?

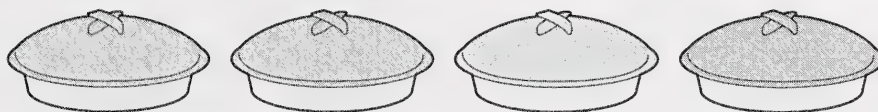




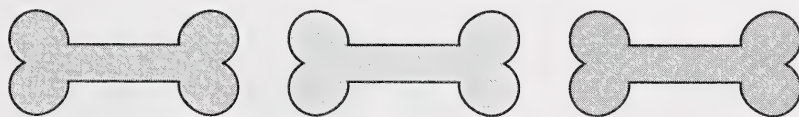
## Day 8

## Assignment (continued)

4. On Thursday morning, Mother Hubbard baked 3 apple pies. On Thursday afternoon, a friend gave her 1 peach pie. How many pies does she have in total?



5. Mother Hubbard's dog buried 3 bones in the yard. On Friday, he dug up 1 bone. How many bones are left?



6. On Saturday, Mother Hubbard had 4 pennies in a piggybank. She spent 2 pennies. How many pennies are left?



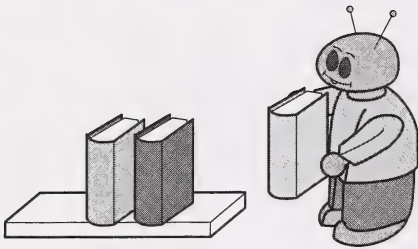
7. On Sunday, Mother Hubbard looked in her purse for some pennies to add to the 2 pennies in the piggybank. There were 0 pennies in her purse to add to the piggybank. How many pennies does she have in total in the piggybank?



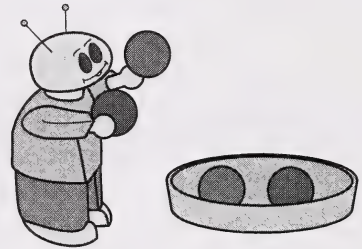
## Day 9

## Assignment 1

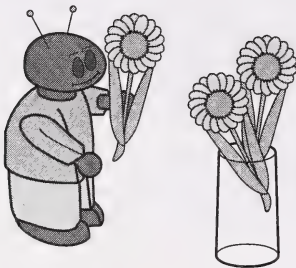
Find the **sums**. One is done for you, as an example.



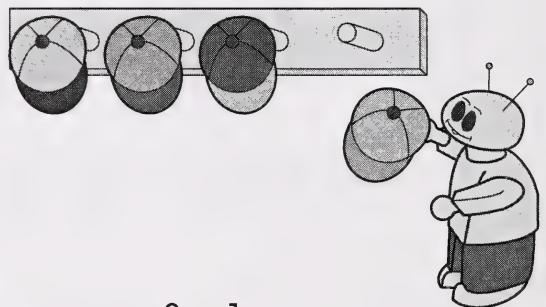
$$2 + 1 = \underline{3}$$



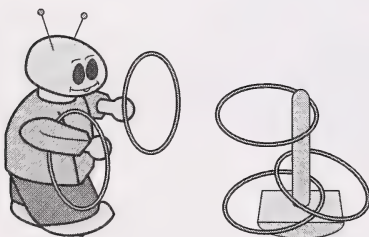
$$2 + 2 = \underline{\quad}$$



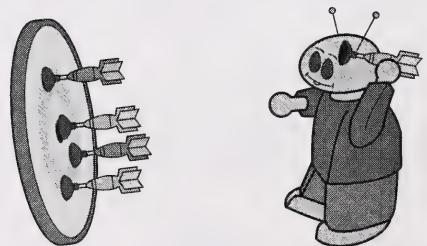
$$2 + 1 = \underline{\quad}$$



$$3 + 1 = \underline{\quad}$$



$$3 + 2 = \underline{\quad}$$



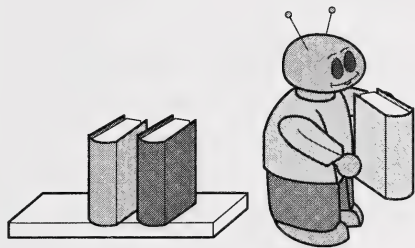
$$4 + 1 = \underline{\quad}$$



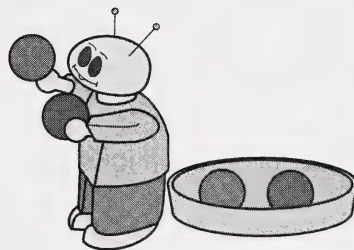
## Day 9

## Assignment 2

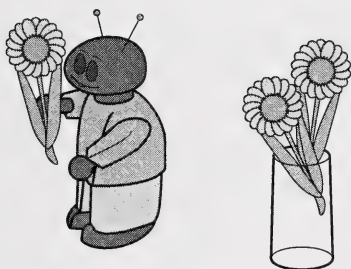
Find the **differences**. One is done for you, as an example.



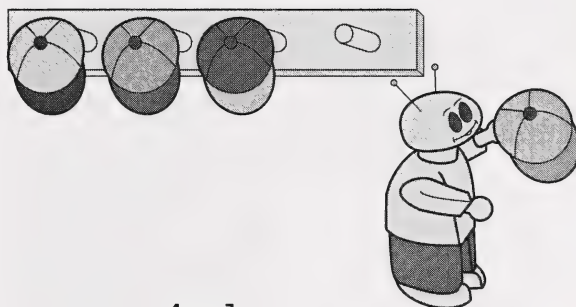
$$3 - 1 = \underline{2}$$



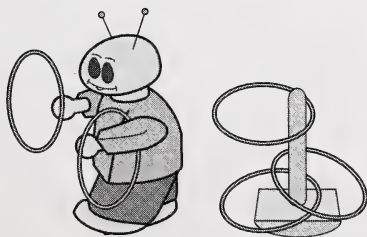
$$4 - 2 = \underline{\quad}$$



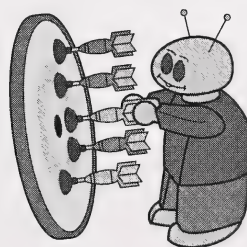
$$3 - 1 = \underline{\quad}$$



$$4 - 1 = \underline{\quad}$$



$$5 - 2 = \underline{\quad}$$



$$5 - 1 = \underline{\quad}$$

# Day 9

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- find differences to four
- review sums to five

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is your student able to find differences to four?

☐ yes    ☐ not yet    Is your student able to add sums to five?

## Additional Comments

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## Student's Thoughts

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# Grade One Mathematics – Assignment Booklet 2A

## Day 9 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐ Mathematics Assignment Booklet 2A

### Day 2

☐ Finding the Sum page

☐ My Farm Animal Booklet

### Day 5

☐ Number Names Booklet (sums from zero to five)

### Day 6

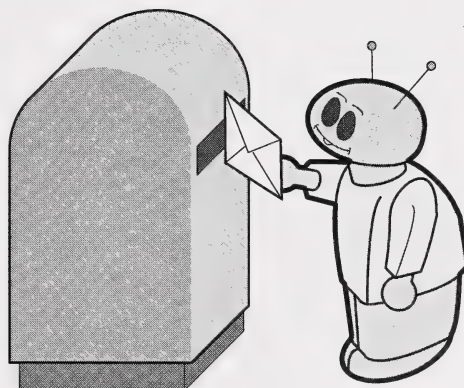
☐ Kinds of Food in Cupboard picture graph

### Day 7

☐ One Fewer Number Booklet (optional)

### Day 9

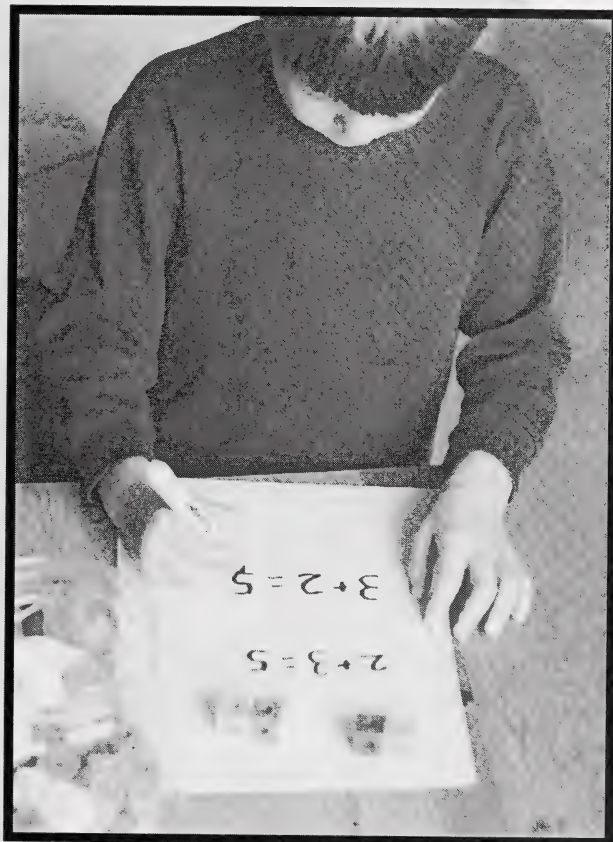
☐ Add and Subtract Game sheet







## Mathematics Module 2



## Assignment Booklet 2B



**Distance  
Learning**

## FOR TEACHER'S USE ONLY

### Mathematics Grading

Understanding of Concepts

Accuracy



This document is intended for

Students



Teachers



Administrators

Home Instructors



General Public

Other

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# Grade One Mathematics – Assignment Booklet 2B

## Learning Tasks

Nine mathematics modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

## Reporting Student Progress

A range of assessment tools (for example, activity samples, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and have the student review the activity.

## Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you, the home instructor, to read with the student. For certain assignments, home instructor directions are also given. Text for **you** will be in the type style that you see here. Text for **you and the student** will be in a larger type and will be indented. See the example that follows.

Text for you  
will appear like this.

Text for you and the student  
will appear like this.

**Mathematics 1****Assignment Booklet 1A**

**Day 4****Assignment 2 (continued)**

**Step 2:** Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.


**Step 3:** Give the student two black and two white **sheep** pictures and the **field** picture from Step 1.

**Step 4:** Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to the following story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.



**Step 5:** Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

**Step 6:** Ask the following questions.

Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

Draw lines to **match** the members of each set to find out.

Continued

15



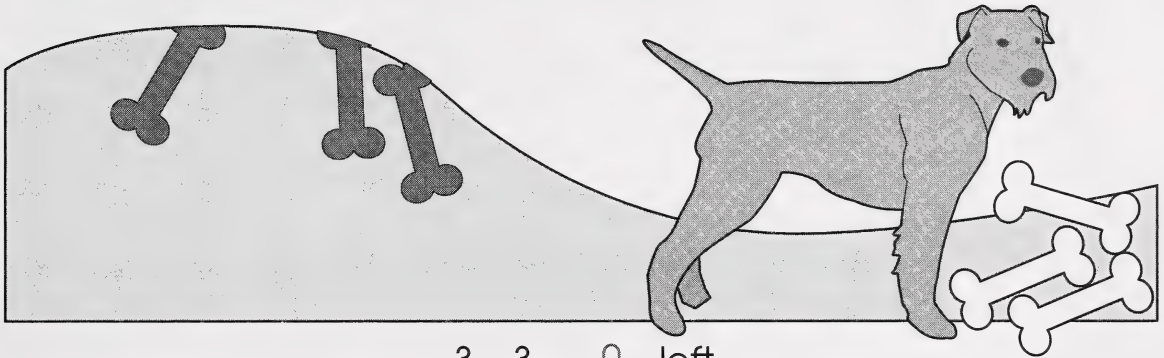


## Day 10

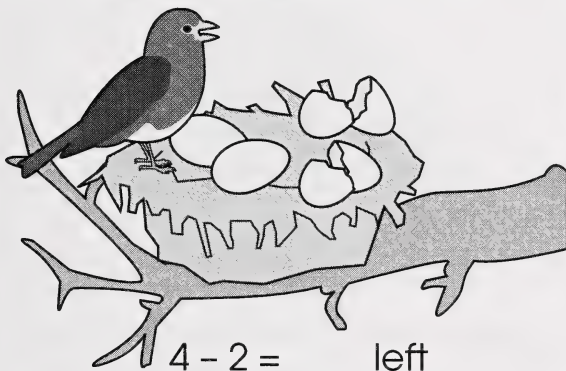
## Assignment 1

How many are **left**?

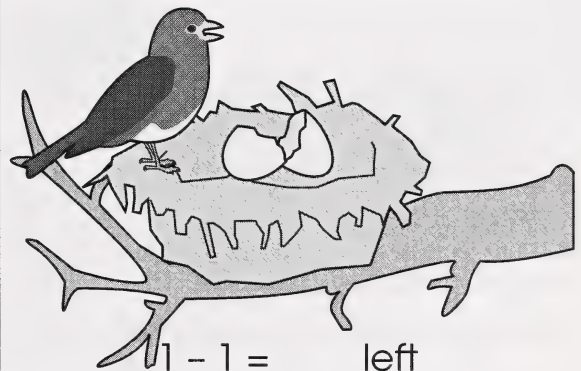
One is done for you, as an example.



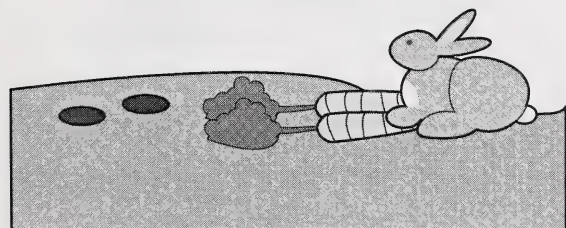
$$3 - 3 = \underline{0} \text{ left}$$



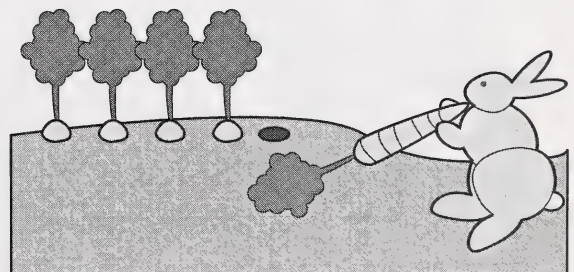
$$4 - 2 = \underline{\quad} \text{ left}$$



$$1 - 1 = \underline{\quad} \text{ left}$$



$$2 - 2 = \underline{\quad} \text{ left}$$

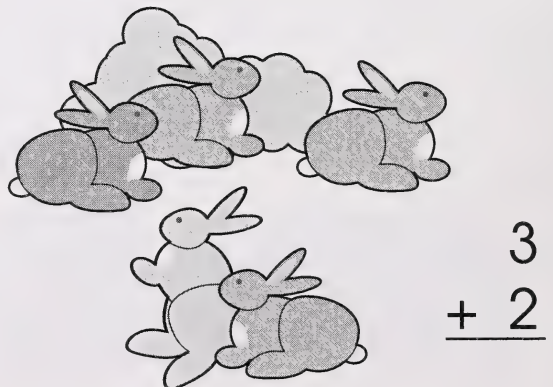
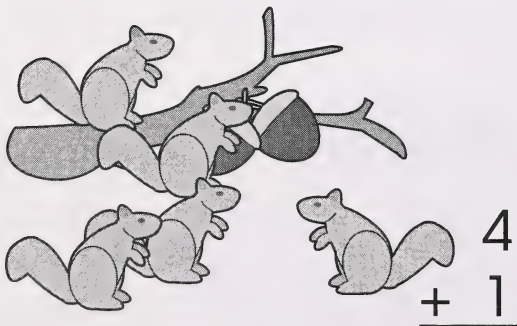
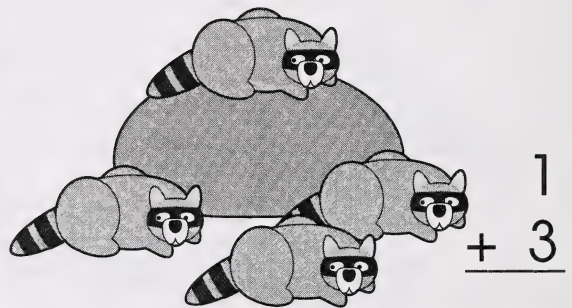
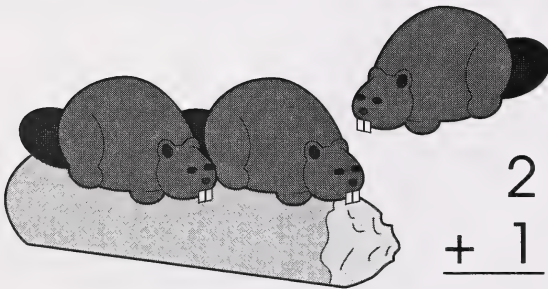
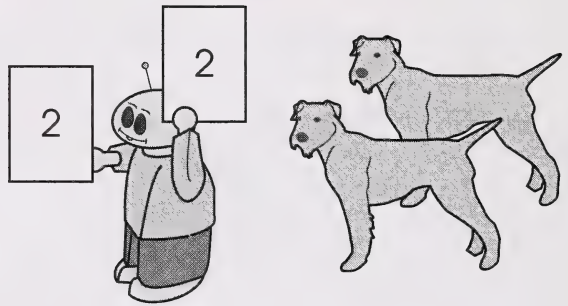
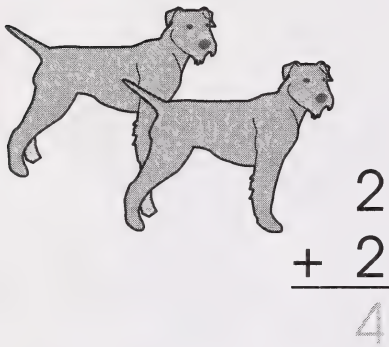


$$5 - 1 = \underline{\quad} \text{ left}$$

## Day 10

## Assignment 2

Find the sums.





# Day 10

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- construct subtraction number sentences with differences from zero to four
- add sums to five

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is your student able to construct subtraction number sentences with differences from zero to four?

☐ yes    ☐ not yet    Is your student able to add sums to five?

## Additional Comments

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## Student's Thoughts

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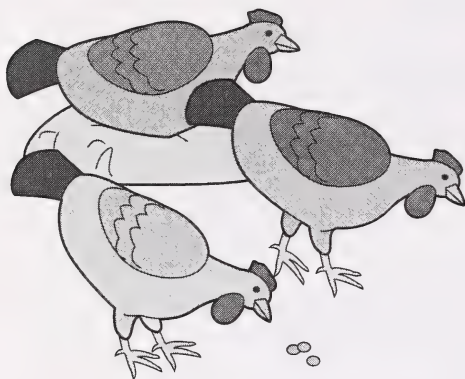
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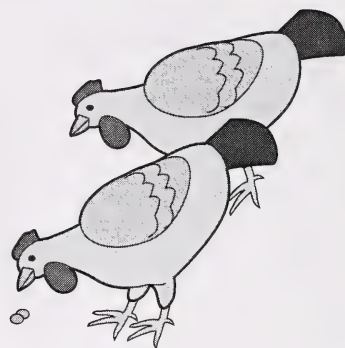
## Day 11

## Assignment

Find the sums. One is done for you, as an example.



$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$



$3 + 2 = \square$

$1 + 1 = \square$

$1 + 2 = \square$

$2 + 2 = \square$

$4 + 1 = \square$

$3 + 1 = \square$

$1 + 3 = \square$

$2 + 3 = \square$

$1 + 4 = \square$

$$\begin{array}{r} 3 \\ + 1 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

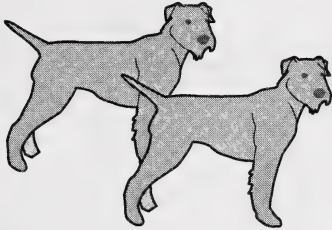
$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

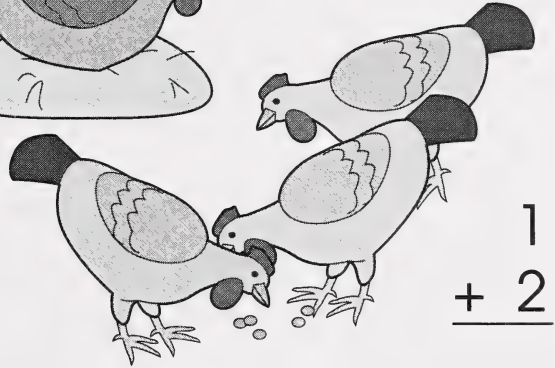
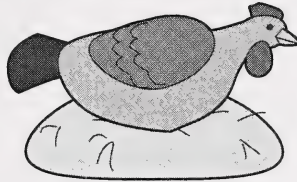
## Day 12

## Assignment 1

Find the sums. You can use counters to help add the numbers. One is done for you, as an example.



$$\begin{array}{r} 2 \\ + 0 \\ \hline 2 \end{array}$$



$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$



# Day 12

# Assignment 2

How many are left over? Find the differences. You can use counters to help subtract the numbers. The first one is done for you, as an example.

$$3 - 2 = \boxed{1}$$

$$4 - 3 = \boxed{\phantom{0}}$$

$$5 - 2 = \boxed{\phantom{0}}$$

$$5 - 3 = \boxed{\phantom{0}}$$

$$4 - 1 = \boxed{\phantom{0}}$$

$$4 - 0 = \boxed{\phantom{0}}$$

$$3 - 3 = \boxed{\phantom{0}}$$

$$3 - 1 = \boxed{\phantom{0}}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

# Day 12

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- construct number sentences
- review sums and differences to five

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is your student able to construct number sentences?

☐ yes    ☐ not yet    Is your student able to find sums and differences to five?

## Additional Comments

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## Student's Thoughts

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## Day 13

## Assignment 1

Print **addition** and **subtraction** number sentences for the number 4.

Two have been done for you, as examples.

4	
+	-
$4+0=4$ or $\begin{array}{r} 4 \\ + 0 \\ \hline 4 \end{array}$	$5-1=4$ or $\begin{array}{r} 5 \\ - 1 \\ \hline 4 \end{array}$



# Day 13

# Assignment 2

Choose a number from 2 to 5. Print it in the box at the top.

Print **addition** and **subtraction** number sentences for that number.

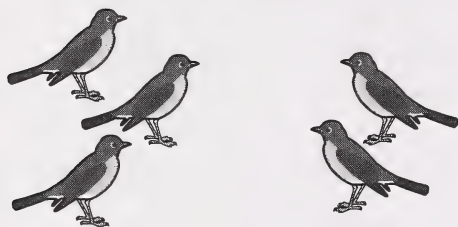
<div style="text-align: center; margin-bottom: 10px;"><input style="width: 50px; height: 40px; border: 1px solid black;" type="text"/></div>	
<b>+</b>	<b>-</b>

## Day 15

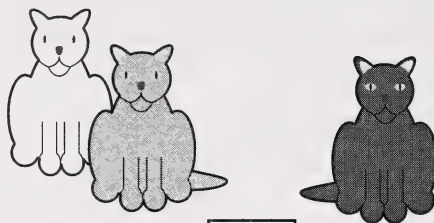
## Assignment

Find the differences.

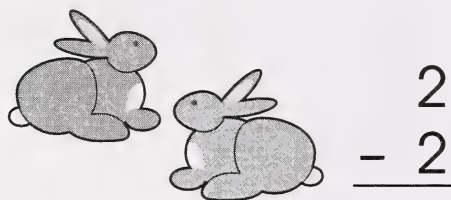
One is done for you, as an example.



$$5 - 2 = \boxed{3}$$



$$3 - 1 = \boxed{\phantom{0}}$$



$$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$$



$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$4 - 2 = \boxed{\phantom{0}}$$

$$5 - 3 = \boxed{\phantom{0}}$$

$$3 - 1 = \boxed{\phantom{0}}$$

$$3 - 2 = \boxed{\phantom{0}}$$

$$4 - 4 = \boxed{\phantom{0}}$$

$$5 - 4 = \boxed{\phantom{0}}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

# Day 15

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- subtract using vertical and horizontal number sentences
- review differences to five

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is your student able to use vertical and horizontal subtraction number sentences?

☐ yes    ☐ not yet    Is your student able to find differences to five?

## Additional Comments

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## Student's Thoughts

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# Day 16

# Assignment (continued)

## My Addition Story

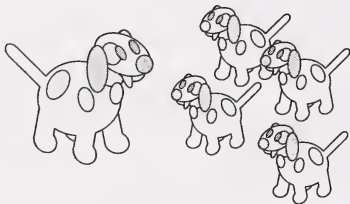
Make up an **addition** number story that uses numbers from 1 to 5.

Print your addition number story in the space **below**.

Then draw a picture about your story.

One is done for you, as an example.

4 puppies running  
to 1 mother dog  
equals 5 dogs.



# Day 16

# Assignment (continued)

## My Subtraction Story

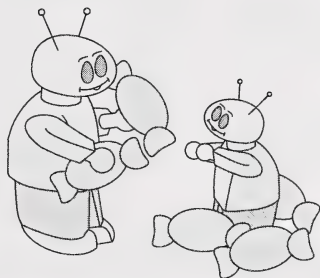
Make up a **subtraction** number story that uses numbers from 1 to 5.

Print your subtraction number story in the space **below**.

Then draw a picture about your story.

One is done for you, as an example.

5 candies minus  
2 candies equals  
3 candies.

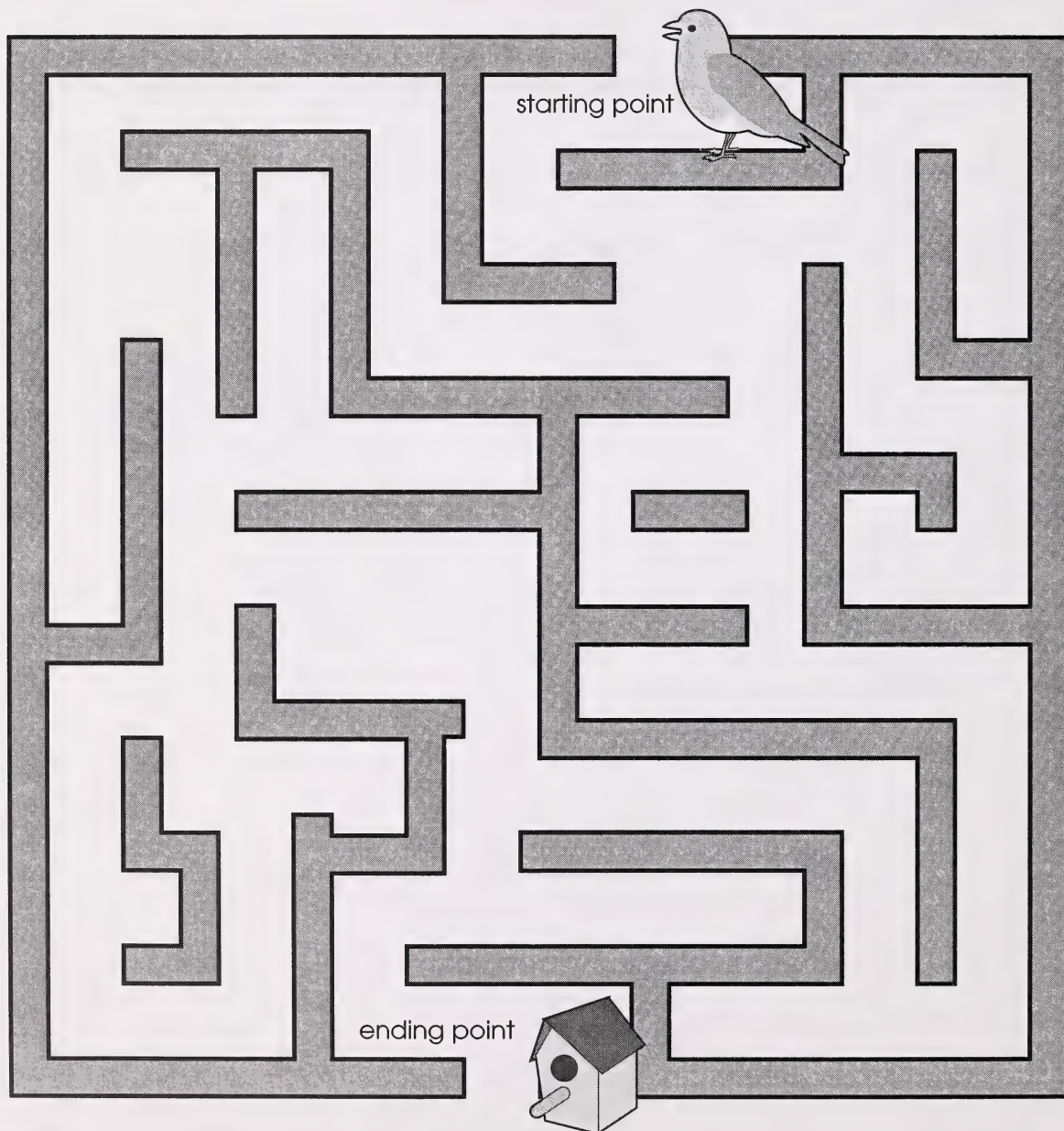


# Day 17

# Assignment

**Predict** and **check** your way through the **maze**.

Next, draw a line to help the bird find its nest.





# Day 17

# Learning Log

## Home Instructor's Comments

The focus for today is on the student's ability to

- use the predict-and-check strategy in navigating a maze

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is your student able to use the predict-and-check strategy to navigate a maze?

## Additional Comments

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## Student's Thoughts

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## Day 18

## Assignment

## Sums and Differences to 5

Add or subtract. Look at the signs!

Two number sentences have been done for you, as examples.

The **first one** is an addition number sentence.

The **second one** is a subtraction number sentence.

You can use counters to help add and subtract.

$$\begin{array}{r} 4 \\ + 1 \\ \hline 5 \end{array}$$

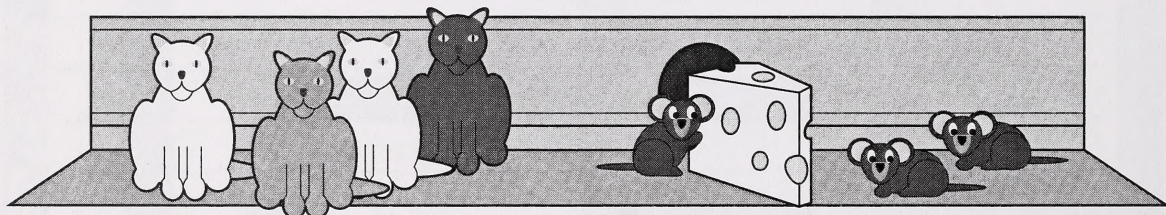
$$\begin{array}{r} 5 \\ - 4 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$



$$2 - 2 = \square$$

$$2 - 1 = \square$$

$$1 - 0 = \square$$

$$1 + 2 = \square$$

$$1 + 1 = \square$$

$$1 + 3 = \square$$

$$2 + 0 = \square$$

$$4 - 0 = \square$$

$$0 + 5 = \square$$

$$3 - 1 = \square$$

$$3 + 0 = \square$$

$$4 - 1 = \square$$



## Day 18

## Learning Log

**Home Instructor's Comments**

The focus for today is on the student's ability to

- add sums to five
- subtract differences to five

Check **yes** or **not yet** for each question.

☐ yes    ☐ not yet    Is your student able to add sums to five?

☐ yes    ☐ not yet    Is your student able to subtract differences to five?

**Additional Comments**

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**Student's Thoughts**

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# Grade One Mathematics – Assignment Booklet 2B

## Day 18 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐ Mathematics Assignment Booklet 2B

### Day 11

☐ My Subtraction Number Booklet

### Day 14

☐ Before-and-After Subtraction Number Stories (optional)

### Day 16

☐ My Number Names Booklet

### Day 17

☐ Routes to My Favourite Spot

